DOCUMENT RESUME

ED 335 691 CS 212 988

AUTHOR Harrington, Elaine L.
TITLE A Peer Group Dependency Approach To Improve Tenth Grade Research Writing Experiences.
PUB DATE 91
NOTE 69p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cooperative Learning; Grade 10; High Schools; *Peer Evaluation; Peer Groups; *Research Papers (Students); *Research Skills; Student Participation; *Student Research; Teacher Developed Materials; *Writing Instruction; Writing Strategies

ABSTRACT

A practicum addressed the failure of 85% of tenth-graders in an urban school to complete the research paper required by the Palm Beach County (Florida) curriculum. The target population consisted of 28 students from each of two classes. The practicum's three main objectives were to: (1) encourage students to work in teams and utilize peer evaluation techniques to support one another in proofreading, sharing resources, and gleaning information; (2) complete the research paper in compliance with specific curricular standards and the students' own calendar design; and (3) increase the percentage of students who successfully completed a research paper. An entire 9-week period was devoted to the research paper, giving two classes of tenth-grade students instruction in writing, researching, time management, and how to use the media center. A manual of step-by-step instruction and guidance was developed. Students were allowed to work on the manual in groups and interact in an active learning experience. All three objectives were reached successfully, and, in some cases, went beyond expectations. Results suggest that the key to the success of the implementation was student involvement. (Two tables of data are included; 23 references and 8 appendixes--containing information about the unified curriculum as well as practicum worksheets and materials--are attached.) (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED335691

A Peer Group Dependency Approach To Improve Tenth Grade Research Writing Experiences

By

Elaine L. Harrington

Cluster 37

A Practicum I Report Presented to the Ed.D. Program in Child and youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1991

CS212988

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Elaine Harrington

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Terry Andrews

Terry A. Andrews

Principal
Title

3505 Shiloh Drive
Address

February 22, 1991
Date

This practicum report was submitted by Elaine L. Harrington under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

5-29-91
Date of Final Approval of Report

William Anderson
William Anderson, Ph.D., Adviser

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
ABSTRACT	vi
Chapter	
I INTRODUCTION	1
Description of Work Setting and Community	1
Writer's Work Setting and Role	3
II STUDY OF THE PROBLEM	5
Problem Description	5
Problem Documentation	6
Causative Analysis	9
Relationship of the Problem to the Literature	12
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	18
Goals and Expectations	18
Behavioral Objectives	18
Measurement of Objectives	19
IV SOLUTION STRATEGY	21
Discussion and Evaluation of Solutions	21
Description of Selected Solution	26
Report of Action Taken	32
V RESULTS, DISCUSSION, AND RECOMMENDATIONS	33
Results	33
Discussion	36
Recommendations	38
Dissemination	39
REFERENCES	40

Appendices

A PALM BEACH COUNTY UNIFIED CURRICULUM 42

B REQUIRED GUIDLINES FROM THE UNIFIED CURRICULUM 46

C RESEARCH PAPER CHECKLIST 50

D RESEARCH PAPER GRADING SHEET 52

E MEDIA CENTER HANDOUT 54

F FORMAL OUTLINE WORKSHEET 56

G TOPIC, AUDIENCE, AND PURPOSE WORKSHEET 58

H BIBLIOGRAPHY WORKSHEET 60

LIST OF TABLES

Table		Page
1	Teacher Survey of The Research Paper Process	8
2	Student Response to the Research Paper Survey ...	10

ABSTRACT

A Peer Group Dependency Approach to Improve Tenth Grade Research Writing Experiences or Skills, Harrington, Elaine, 1991: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies, Descriptors: Research/Peer Writing/Planning Facilitator/Media Cognizant/Project Ownership/Revising/Editing/Completing/Submitting.

The situation needing improvement was that 85% of tenth grade students did not complete the research paper required by the Unified Curriculum. This practicum's three main objectives were: (1) encouraging students to work in teams and utilize peer evaluation techniques to encourage, support, guide, and assist one another in proofreading, sharing resources, and gleaning information, (2) achieving the goal of positive and successful completion of the research paper requirement for tenth grade in compliance with specific curricular standards and the students' own calendar design, and (3) increasing the percentage of students who successfully complete a research paper. Additional aims were to improve students' grades on their completed research papers and to apply acquired research skills to other academic disciplines.

All three objectives were reached successfully, and, in some areas, went beyond expectations. The data from this practicum strongly demonstrated the following: (a) an increased number of students took responsibility for their own work and submitted a large project on the date due, (b) students gained a sense of independence and confidence in their own abilities, relying on each other rather than the teacher, and (c) students were encouraged to become familiar with research as a positive interdisciplinary tool to be utilized across the curriculum. In addition, there was an unexpected gain of increased student motivation and pride in work submitted, which resulted in significantly improved grades for a majority of students. Subsequently, the practicum provided a foundation for the development of a tenth grade research paper manual that promotes consistency and standardization of the research process for both the teacher and students.

The writer devoted an entire nine-week grading period to the instruction of the research paper. A manual was developed by the writer that allowed step-by-step instruction and guidance. Students were allowed to work on the manual in groups and interact in an active learning experience.

Permission Statement

As a student in the Ed.D. program in Child and Youth Studies, I do (do not) give permission to Nova University to distribute copies of this practicum report on request from interested invidduduals. It is my understanding that Nova University will not charge for this dissemination except to cover the costs of microfiching, handling, and mailing of the materials.

5/29/91
(date)

Elaine Leah Harrington
(signature)

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The target school for this proposal is a community senior high school which has been in operation since 1988. This building has replaced the original structure which was located in the heart of an urban and drug-infested area. The site of the original high school, built in 1909, had once housed all of the educational facilities for the entire county. The elementary, junior high, and high school were all connected, as well as the junior college which was added in 1945. Although the buildings themselves were considered historical landmarks, the surrounding neighborhood had become contaminated by drug traffic and students were in danger of being caught in drug dealers' potentially deadly crossfire. In 1987, the county decided to merge the historical landmark with another high school which was located in the northern area of the county that was experiencing similar problems. The solution was to merge the two schools into one community high school in an urban, upper-middle class neighborhood and to bus over half of the student population in from outlying areas.

The school is administered by one principal and nine assistant principals. There 8 guidance counselors, 3 media specialists, and 167 faculty members, 33 of whom are in the Language Arts department.

The population is composed of 2,878 students (1,461 White, 1,043 Black, 303 Hispanic, 52 Asian, 19 American Indian) whose backgrounds provide a uniquely diverse ethnic and cultural blending of the low and middle class social strata.

The students' curriculum is regulated by the county's Unified Curriculum of which an excerpt and a letter of permission are shown in Appendix A. All academic and vocational programs come under the Unified Curriculum guidelines. This allows continuity in lesson planning and curriculum requirements throughout the county. Additionally, the county requires tenth grade students to participate in the writing enhancement program. This program requires students to produce at least one written document a week and requires tenth grade students to produce a research paper. Requirements and a letter are shown in Appendix B.

Previously, the research paper had been taught as an independent project with each tenth grade teacher

providing his own guidelines and requirements. Due to the implementation of specific guidelines from the county and the need for unification in standards, the research paper will now be uniformly taught in accedence with the Unified Curriculum.

In addition to all required academic and vocational programs, the school provides an extensive Cities in Schools program which targets potential dropouts and offers academic remediation, counseling, and additional training in job-hunting and placement skills.

The target population consists of two classes of tenth grade students with approximately twenty-eight students in each class ranging in ages from 15 to 17 with an ethnic population of 36% White, 42% Black, and 22% Hispanic.

Writer's Work Setting and Role

The writer holds a Bachelor of Science degree earned in 1977 and a Master of Science degree in Secondary Education and English awarded in 1987. The writer has been a Language Arts teacher in secondary education for six years; three at the middle school level and three teaching secondary level English at the target school. Present teaching responsibilities

include two classes of tenth grade English and two classes of speech. The writer has been a coach of drama, speech, and academic games, as well as a literacy tutor and ESOL (English as a second language) instructor.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The situation needing improvement was that 85% of tenth grade students did not complete the research paper required by the Unified Curriculum. The tenth grade year is the first for high school students to be expected to write at least one essay per week as well as complete a ten page research paper. The paper is usually assigned in the Spring term, long after students have been exposed to the library or media skills and close to the end of the year when their main concern is passing English.

The research paper has become a highly feared assignment. The writer has noted that, although the curriculum for tenth grade students does require at least one writing assignment per week, nowhere in the requirements is a provision made to introduce the research paper in a gradual and non-threatening manner. During the past two years, the writer has observed that, when faced with the prospect of the research paper, students became fearful and anxious which translated into a self-defeating attitude. Far too many students gave up on their ability to

successfully complete the project before they even began it.

Learning how to complete all of the research paper's necessary steps was also part of the problem. Despite being given instruction on completion of note cards and techniques for construction outlines, rough draft reference sheets, and final drafts; a majority of students failed to complete and submit the work as delineated by the Unified Curriculum.

Students handed in assignments well beyond the due date specified on the research paper checklist (see Appendix C). They were not involved in developing a calendar to establish deadlines and were unaccustomed to handing in an assignment in sections with different due dates for each.

Instruction had not been given to the students on how to utilize critical thinking or organizational skills in order to assist them in completing such a long term and detailed assignment, nor were they independently able to use research and critical thinking skills to complete the complex task of writing a research paper.

Problem Documentation

Evidence of this problem had existed in the school

setting. Interviews and discussions with school administrators and English teachers brought to the attention of the writer that over 50% of tenth graders were enrolled in Summer school over the past three years due to failures on the research paper. The writer surveyed tenth grade English teachers, the results of which (see Table 1) had shown that 95% of the teachers surveyed defined their primary goal as one of teaching critical thinking and research skills. The second goal given by over 90% of the teachers was to familiarize the students with the media center and the third goal given by 87% of the teachers was to have the students complete a long term writing assignment. Despite revealing a sense of unanimity in the teachers' goals, the remainder of the survey clearly revealed an equally unified sense of failure and frustration in obtaining those objectives. Survey responses revealed: 95% believed students did not feel positive about the research paper project, 97% stated that most students in the classes did not complete all of the steps required, and 85% felt students did not have a sense of success or accomplishment when writing the paper.

The writer had also administered a survey concerning the research paper to tenth grade students. The results

Table 1

Teacher Survey of the Research Paper

	Teachers' Goals for Assignment	
Most Frequently Cited:	% Teachers Citing	Goal's Priority
Teach Critical Thinking	95	1
Media Center Familiarity	90	2
Complete Long-Term Assignment	87	3

	Teachers' Assessment of Student Response	
Students Who:	% Successful	% Unsuccessful
Feel Positive About Project	5	95
Complete Project Requirements	3	97
Feel Success/Accomplishment	15	85

(see Table 2) had clearly shown a lack of recognition of what a research paper was and little understanding of the relative importance of the research paper to them. Students had seen it mainly as an irrelevant and overemphasized, but graded, project in which they had little or no input. They did not perceive the research paper as a skill to be used in school and carried over to experiences beyond the classroom.

Causative Analysis

Students lacked organizational and research skills needed to complete a long term assignment. The specific details of this problem that needed improvement were that students did not complete the steps necessary to write a research paper, such as: handing in note cards, outlines, rough drafts, reference sheets, and final drafts. Further, students had not completed the work in sufficient time to meet the deadlines established by existing research paper checklists. Students did not understand the relevancy or need for the project, nor did they perceive the need to establish the time-lines necessary to successfully complete the task. Many of the tenth grade teachers surveyed did not have a positive attitude towards teaching the research paper and some felt inadequate in their own research skills. These

Table 2

Student Response to the Research Paper Survey

Student Questionnaire Summary[a]	Grade 10 % Positive	Grade 10 % Negative
Students Decide Topic	100	0
Believe Student Input Improves Process	95	5
Feel Assignment's Deadlines Too Long	95	5
Emphasis on Research Paper Too Great	90	10
More Comfortable Working in Groups	88	12
Adhere Closely to Paper's Deadlines	20	80
Use Note Cards	10	90
Able to Define Research Paper	10	90
Know Categories of Research Paper	10	90
Understand Reason for Paper	10	90
Understand Paper's Benefits to Them	10	90
Enjoy Writing Process	10	90
Feel They will be Successful on Paper	5	95
Enjoy Research Process	0	100

[a]Sequence and order of survey questions appearing in Table 2 are ranked by percent and do not necessarily reflect the order in which they appeared on the student survey of the research paper.

feelings of inadequacy or insecurity were often transferred to their own attitudes towards teaching the research paper. In order to compensate, many teachers exerted even tighter sets of controls or standards on a project in order to keep it within their grasp. As a result, students were allowed little or no input in the decision-making process pertaining to topic selection. Often, the topics were too broad which overwhelmed the student and created a defeatist attitude. The alternative of giving the students the choice of topic was equally ineffective. Students were given sufficient guidance on how to focus on narrowing their choice. The process of how to choose and narrow topic choices was never dealt with and teachers as well as students had become frustrated by the lack of direction evident in the papers. Students were often told what their subject areas could or could not be, allowing for little use of imagination or creativity. It became impossible for students to establish a sense of ownership with the topic when it had been assigned to them instead of discovered by them.

Furthermore, students were not given adequate instruction on how to use the media center. Students were often limited to using the reference section which

mainly included encyclopedias, and occasionally, some of the bibliographic material. Students were not exposed to alternative research methods such as taped interviews or video-taped reproductions of an incident. As a result, they encountered difficulty in completing the research portion of the paper due to a lack of resource materials and a lack of motivational incentive.

Finally, students were not provided with a consistent manual or set of guidelines that would have given them step-by-step instructions on how to write the research paper.

Relationship of the Problem to the Literature

Research is the "careful, systematic and patient study and investigation in some field of knowledge, undertaken to discover or establish facts or principles" (Webster's 1986, p. 1193). The purpose of research is to discover the facts about a subject. The research paper itself is a summary of the facts discovered. A research paper is the result of an attempt to find out the truth. Personal opinion and prejudice are completely out of place. The preparation of a research paper provides a valuable review of the following skills: using the library, reference tools, note taking,

organizing, outlining, and paragraphing. A research paper under the guidance and direction of the teacher can nurture imagination and response which aids self-instruction. Three factors are critical: teacher involvement, effective topic selection, and peer/response groups.

A synopsis of several articles by Penin and Benson in the English Journal concludes that student research papers lack creativity and imagination and demonstrate ineffective research skills (1987, pp. 50-56). These articles did not discuss specific instances, but stated that overall performance on writing and research skills was poor and there was little evidence of actual research being implemented. An attempt must be made to dispel the myth that research has to be dull. In a letter to parents concerning their child's first research paper, Ganyard (1986) writes, "it's Spring, and if you think that's the voice of the turtle you hear in the land, listen closer. It may be the whine of a student faced with his first term paper" (p. 62). In a similar but lighter note, columnist Erma Bombeck, in an article entitled, "Term Papers Send Mothers Into Frenzy" says her heart always stopped at the request of one of her children who said, "mom, tell me

everything you know about the history of soybeans," and she knew instinctively he was tackling a three month research project (complete with footnotes and bibliography) due by 10:00 a.m. (1990, p. 11).

Most students take anything written as the truth. It is critical for them to narrow and define their subject areas so they can gain familiarity with the subject and, therefore, be able to translate findings into their own words and ideas. The paper will be a better piece of work if the students are encouraged and instructed to go deeply into a narrow subject. Donnelly (1989) elaborates in further detail by citing the first problem students encounter, which is narrowing the topic. He states, "many students spend too much time and effort finding and narrowing a topic that they can handle in a paper of ten to twenty pages. A paper should meet five criteria:

1. It should be fairly uniform as a requirement.
2. Its subject should be easy to define.
3. It should be fairly easy to research.
4. Students should have freedom in choosing their subject.
5. Each student should have a different subject" (p. 118).

Hoffert (1987) states, "Highly structured, well defined and imaginative term papers can provide students with opportunities to integrate skills in problem solving and to practice presenting their conclusions in a logical, well organized and formal way" (p. 72). Actual research may begin in narrowing topics by the students' review of one or two encyclopedia articles on the topic in order to gain an overview of basic factual material. While reading the articles, it is helpful for students to make a list of the important aspects. As students utilize the card catalogue, Reader's Guide, vertical files, and appropriate reference books, they may record each article on an index card - one source to a card. Students may then move on to defining the purpose of the report and determining their audience.

Students need to believe that writing in and of itself is valuable. At the heart of the writing process is motivation. Students want to express themselves and communicate with others, but they often believe what they say is unimportant. As a result, they tend to be careless in their writing. When writers are in control of their topics, they experience the power of language.

Teachers should not be the sole audience for the research paper. Cooperative learning and peer groups provide reinforcement, feedback, and a strong sense of

community with the other students. The teacher should play the role of facilitator and guide, allowing students to see that what they are working on is important and relevant; not just to the teacher, but to each other. Sagor (1988) reinforces that sentiment by stating, "They (students) don't see what they're being asked to do at school has any point" (p. 32). Smith (1988) states that "the big problem in writing is that no one can tell us how to do it perfectly well. There are no simple answers which tell us, as writers, which changes to make to a text in progress or how to avoid making the wrong ones" (p. 38).

For some students, working on an individual basis is the answer to the research question. Wilen and McKendrick (1989) advocate that "individualized inquiry provides an opportunity for teachers to involve students. Inquiry is the analysis of a problem in a logical and systematic fashion. Without the need for a solution to a problem, or an answer to a question, there is no need for inquiry" (p. 37). Sperling (1990) showed that "the percentage of topics 'owned' by the teacher and student together have the highest percentage" (p. 320). Students use inductive and deductive reasoning and analytical and critical thinking skills in order to

accomplish their goal.

Use of Foxfire as a model for research writing and the use of video-taped interviews of persons living in a certain historical time period were also topics found in the literature.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer's goals are to utilize the information from written surveys administered to both the students and teachers in the first week of school which will provide valuable feedback on revising and monitoring the research paper and the creation of a new instrument, the research paper checklist, that will provide an itemized directory of the criteria to be completed.

Behavioral Objectives

The specific objectives of this practicum are as follows: (1) After implementation of this practicum, 85% of tenth grade students will successfully complete the criteria specified by the research paper checklist (See Appendix C) as determined by the judgment of the writer. (2) After implementation of this practicum, over 50% of tenth grade students who have submitted the research paper will obtain a grade of 90%, or better, based upon compliance with research paper grading sheet criteria (see Appendix D). (3) After implementation of this practicum, 85% of tenth grade students will be able to successfully complete all of the stages necessary

to complete a research paper as determined by a cumulative evaluation of the research paper checklist, grading sheet, and the judgment of the writer.

Measurement of Objectives

The following goals and objectives were projected for this practicum:

The measurement of Objective One was demonstrated by the students being able to successfully complete all of the criteria on the research paper checklist. This objective entailed the students moving from the definition of a topic to handing in the completed paper in accordance with a calendar that the students themselves helped to design. The writer was able to assess, at each stage of the checklist, whether the material due had been handed in and completed satisfactorily.

The measurement of Objective Two was demonstrated by the accumulated points earned by the student in completing the criteria listed on the research paper grading sheet (see Appendix D). Students who completed all of the criteria and handed the paper in on time then earned additional points for correctness of grammar and usage, topical organization, incorporation of reference materials, and presenting a unifying thesis.

Points were awarded following the writer's assessment of how well they utilized their writing skills, i.e., evidence of rewriting, proofreading, and the topic meeting the requirements of the paper.

The measurement of Objective Three was demonstrated not only by the students meeting the requirements of the research paper checklist, but also by their fulfilling the requirements of the Unified Curriculum and by the Writing Enhancement Program required by the county for all tenth grade students.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The problem that existed was that tenth graders were unable to demonstrate mastery of the skills necessary to hand in a required research paper that met all of the requirements specified for the note cards, rough draft, and the final draft, due to inadequate instruction, preparation, and lack of understanding necessary to know what research is and a sense of being able to accomplish the task successfully.

The following solutions have been gleaned from the English Journal: the "I Search" method in which students present questions, answers, and search stories in a method incorporating total student involvement (Benson, 1987, p. 54), Collaboration Learning that directly initiates students into the active shaping of knowledge and meaning (McClure, 1990, p. 67), the "Historical Approach" and response groups that link students with current issues through live interviews and generate interest, excitement and motivation (Dellinger, 1989, p. 31); and, perhaps most relevantly,

"The Research Paper Without Tears" in which students identify a real problem in their lives and rely extensively on response groups for research and support (Benson, 1987, p. 55). The writer combined ideas such as: cooperative learning strategies to form peer groups in the classroom, students helping each other to accomplish tasks like narrowing the topic and providing support for the actual writing of the paper, the use of Foxfire as a model for research writing, interviewing living persons and gaining their perspectives on recent historical events, and video-taped interviews of persons living in a certain historical time period to add a more technological aspect to the paper.

Additional research by the writer exposed two similar theories which concretely assisted the students in organizing and sharing their materials and thoughts in the research process. The first theory by Rosser (1987, p. 28), emphasized a circular approach. Rosser asks the students to begin with a "controlling purpose statement" which would list the purposes of the essay, then moves on to the outline, topic sentence paragraph construction, summary revision and proofreading of the paper. The second theory by Davis and Winek (1989), was also circular in design, but first groups the

students into peer groups to plan, discuss and revise their background information before attempting the actual writing of the paper (p. 181).

Students feel a tremendous sense of isolation in having to tackle such a large project due to a lack of understanding of the research paper process, but Lynn (1989) believes that cooperative learning contributes to the development of critical thinking skills and suggests "Students working together towards a common goal can accomplish more than students working by themselves" (p. 664). A problem solving system identified by Lynn (1989) as the IDEAL circle is an acronym for a process that includes the key skills of identifying, defining, exploring, acting, and looking. This type of process leads students to make reliable observations, produce sound inferences, and form reasonable hypothesis (p. 668).

Nemetz (1988) encourages "the use of model sharing, writing with peers, editing in groups, imitating prose models and encouraging teacher participation in writing assignments." Among peer response techniques used by Neubert and McNelis (1990) was the Praise, Question, Polish (PQP) technique. "The PQP technique helps students focus on the task at hand as well as maintain a positive

attitude toward the critique process" (p. 52). It requires two to five members of a group to read their drafts out loud as the other members follow along with copies. This oral reading helps the writer hear the piece in another voice and independently identify possible changes. Responders then react by writing comments on the PQP form. The form follows these questions: Praise - What is good about the Writing? What should not be changed? Why is it good? Question - As a reader what do you not understand? Polish - What specific suggestions for improvement can you make?

Further research supporting collaborative learning was documented in a study by Sperling (1990). "Key to and underlying this study is the assumption that this interactive basis of learning and of language development encompasses the learning of written language as well as spoken language. Research that has examined teacher-student writing conference conversation has generally supported the premise that such conferences enhance the writing acquisition process" (p. 321).

The writer believes that the cooperative attitude promoted in these models, especially the key points of sharing information, proofreading each others' work and providing self-motivation and interest outside of

the teacher directed assignment was essential to students' success in completing the research paper. Benson (1987) also advocated student involvement by adding relevancy to the assignment of the topic and asking for student involvement in planning and writing the paper to increase the sense of ownership.

Other ideas generated were: increased student responsibility for developing the topic ideas, students creating their own time management system which increased their feeling of success and involvement by increasing their participation, and providing a clear, concise manual that guides students step-by-step through the research process.

Using these solution strategies gleaned from the literature, the writer applied them to the school setting by giving tenth grade students in-depth instruction in writing, researching and time management as well as how to use the media center effectively. Students used peer groups in order to discuss ideas and provide mutual support. Students were expected to follow through on the instructions given and satisfactorily complete each step of the research paper.

The writer devoted an entire nine-week grading period to the instruction of the research paper. A manual was developed by the writer that allowed

step-by-step instruction and guidance. Students were allowed to work on the manual in groups and interact in an active learning experience.

The writer believed that this strategy worked because it resulted in students having a greater knowledge and skills base from which to work, and the groups allowed a sense of camaraderie for the students rather than a sense of alienation. Teaching the research paper as a step-by-step process resulted in the students achieving a sense of accomplishment and success. The increase in time allowed for a realistic time management system for the students and enabled them to get a true sense of what it means to do research.

Description of Selected Solution

The writer began planning for the implementation of the solution strategy by obtaining permission from the principal to begin work on the research paper during the entire nine-week grading period. This allowed the writer to take the students step-by-step through the research process and ensure a greater success rate. The writer began by involving the students in the planning process so that they would feel a sense of ownership in that process. Permission was also obtained from the media specialist to bring the classes in for

extra periods and expose them to all available forms of media and to provide them with extensive training in library and research skills. The time period alloted began on October 28, 1990, and finished on January 24, 1991. This allowed the writer and the students a full nine-week grading period to focus on the research paper and one week of follow-up and grading.

Implementation began during the second marking period of the school year and continued for ten weeks. This was timely because successful results and skills learned will continue to be implemented throughout the school year. The students, at this time, had not recently developed any research skills, nor were they familiar with the operations of the media center.

Week one began with the introduction of the concept of research, how it is conducted, why students must learn about it, and how students can use the skills they learn to do their own research paper. A group discussion was held involving questions and answers in order to fully explore the concept of the research paper. The topic area assigned for the students allowed them the flexibility of designing and creating the sub-topic. The main assignment was for the students to create a travel agency and then

research a country, its customs, attractions, restaurants, and make all necessary travel arrangements for their "client". The students gained practical and research experience by investigating the countries, contacting travel agents, selecting airlines, and then using the media center to research customs, traditions and history. Students provided additional information for their project by interviewing anyone who was a native of the country they had selected. During week one, students were responsible for setting up their own projected calendar for the nine weeks, choosing a partner with whom to work, share the research experience, and submit three choices of countries they would like to research. This introduction gave the students a sense of purpose and ownership in the project as well as the ability to chart the course and progress of their research as the project developed.

The next step, at the beginning of week two, began by having the students narrow their topics to a choice of two countries. The writer prepared the students for their introduction to the media center by discussing what services were offered and how it related to the research paper. Students received a handout on the media center (see Appendix E) as a reference guide. Under the guidance and direction of the media

specialist and this writer, students spent the week in the media center becoming familiar with its resources and utilizing sources found there to narrow their topic to one country. This was checked on the research paper checklist as "Topic Notification".

The key importance to week two was the familiarity that the students gained in learning to effectively use the research center. This week established the integration of telling the students what research was and actually allowing students to experience, and therefore, internalize it for themselves.

Background information obtained in the media center provided the basis for the first sharing and exchanges between partners. Students focused on the specific area of the country that their "client" wanted to tour, based on this background information. Students were required to make appointments with "real" travel agents after school and obtain additional information, maps, and brochures.

In this way, the tie-in between conventional research in the media center and information gathering in the "real world" was also shown as a source. Students began to realize that they could use their creativity and imaginations in finding sources for research and that not all of it came strictly from encyclopedias.

Students compiled additional information obtained from travel agents and by interviewing natives of the country being research, if possible. Partners compiled, sorted, organized, and edited their researched information. Each set of partners shared this information with another set of partners who had a similar topic. These would be students who have chosen the same country but a different city or area within that country. Note cards and bibliography cards were due so that the writer could review and discuss any problems or directional possibilities with the students.

The ensuing weeks allowed for the obtaining of any last minute information needed from the media center. A formal outline worksheet (see Appendix F) was distributed to the students and discussed. The writer held conferences on an individual basis to review progress, outlines, and assist wherever possible.

Week six allowed for outline revision and sharing between partners and other members of the class at the time students completed a topic, audience, and purpose worksheet (see Appendix G). Conferences were again held to discuss revisions and provide assistance. The writer provided instruction on writing the bibliography, using a handout, and examples (see Appendix H).

Students wrote a rough draft of the paper incorporating footnotes and a bibliography. Students exhanged papers and edited them with their partners and peers. The writer assisted in editing and provided individual assistance. Peer groups were a key ingredient here in reinforcing and assisting fellow students with questions on grammar and format.

The students put the paper into its final form using the research paper checklist. Students exchanged and edited each others' papers and the writer was available for assistance. On the last day of week nine, the students handed the final draft to the writer along with the travel brochures and maps obtained in their research.

Graded papers were returned to the students. They then evaluated the comments and criticisms of each paper in individual conferences, peer groups, and group discussions. The writer asked the students to orally present key aspects of the paper using as many visual aids as possible to interest other students in becoming "clients" of their agency. Finally, the students and the writer evaluated the research process through oral discussion and evaluation and decided what steps could be changed or improved for the following year. The

final result of this week was a research paper manual that the students themselves compiled.

Report of Action Taken

The actual implementation of the proposal followed the calendar plan presented for the ten weeks with no significant exception or deviation. Using the entire nine-week period to work on the research paper proved to be a valuable asset to this project. A strong concern had been that students would become tired of the project and want to move on to other things. However, because students were involved in all phases of the implementation process, their interest remained at a high level while they became more effective as researchers and more involved as peer teachers.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The situation needing improvement was that 85% of tenth grade students did not complete the research paper required by the Unified Curriculum.

Students became involved in the solution strategy by designing a calendar for dates due, assisting each other as peer teachers, and increasing their own motivation to achieve and complete the project due to an increased sense of ownership in the project.

Objective One for this practicum was as follows: After implementation of this practicum, 85% of tenth grade students would successfully complete the criteria specified by the research paper checklist.

The students were involved in designing the calendar and due dates for the research paper. "For generations, the announcement of a research paper has struck dread in the hearts of countless students; thank goodness its not due for six weeks. Those six weeks have a way of disappearing fast" (Colligan, 1981 p. 1). The students closely followed the criteria established by the research paper checklist and, therefore, acknowledged that each week at least one step of the

paper would have to be completed. James and Barkin (1980), advised students to "plan their time wisely, and make your own assignments" (p. 14). Teams became responsible for ensuring that all members fulfilled their responsibilities. Peer pressure and the fact that each section had to be handed in independently eliminated much of the anxiety that overwhelms a student who must amass a large project and present it without any intermediary feedback. Schor and Summerfield (1981) point out that, "one pitfall for many students who are assigned research papers is time: they wait until the assignment is just about due and then dash to the library to find the books they need have already been checked out" (p. 408). The writer acted as the reinforcer by collecting materials on the dates due and then handing them back promptly with grades and suggestions. The writer found that this assisted students in staying on task and remain self-directed during the implementation period.

As a result, 95% of tenth grade students successfully completed the criteria specified by the research paper checklist. Therefore, Objective One was successfully reached.

Objective Two for this practicum was as follows: After implementation of this practicum, over 50% of

tenth grade students who had submitted the research paper will obtain a grade of 90% or better.

Over 70% of the students who submitted the research paper obtained a grade of 90% or better. The students followed the procedure outline in the research paper checklist as well as addressing the purpose of the paper, which was to explore a country through the eyes of a travel agent. McCrimmon (1972), addresses this by stating, "A student who is attempting to solve a problem in this research paper first states and explains the problem; then identifies and evaluates suggested solutions, and finally shows what solution he prefers and why" (p. 222).

As a result, 70% of the students who submitted a research paper received a grade of 90% or better. Therefore, Objective Two was successful.

Objective Three for this practicum was as follows: After implementation of this practicum, 85% of tenth grade students will be able to successfully complete all of the stages necessary to complete a research paper.

Ninety-five percent of the students who attempted this project completed all stages of the research paper as evidence by the completed research paper checklist and the resulting packets turned in to the writer. Schor and Summerfield (1981), write, "As a researcher

you learn by finding sources, reading critically and evaluating and summarizing what you have read. You put all your research together into a paper that you, as a writer, control" (p. 406). The students understood that there were substantial grade points attached to this project which could affect their nine-week grade either adversely or positively, but the overall concern seemed to be the peer groups and the distinctive pride of handing the writer their completed packet and saying, "Here it is, I did it!"

Discussion

All of the objectives set forth in this practicum were realized by over 90% of the students. The writer feels that the key to the success of the implementation was student involvement. A number of fears and myths such as the research paper being impossible to complete, too difficult, or completely boring and dull, were overcome by the writer and the students in order to accomplish this sense of involvement in the project. A positive attitude was essential when the project began. The writer instilled in the students, through example and attitude, a sense of fun and challenge in attempting a research paper, rather than the attitude of drudgery that is often associated with it. The high quality of work submitted

was due, in large part, to peer reinforcement. Students were required by the writer to have their peers review the work before it came to the writer. A great deal of individual attention and instruction was given to the students during class time. The fact that the assignment was broken down into small increments greatly assisted in that corrections were easy to make and the project did not appear overwhelming to the students. As a result of their involvement and planning of the calendar, students took a great deal of pride in "owning the project" and wanted to turn in quality work.

Their high success rate in completing and handing in the project was a culmination of seeing their efforts rewarded in small steps and their excitement at working towards the fulfillment of a large goal. An unexpected benefit of this project was the self-motivation among the teams.

The students also expressed enjoyment over being travel agents and being able to plan a vacation for someone else. They liked the fact that their research took them outside of the library and to different countries, talking to various people as sources, as well as travel agencies and airlines. They found that they enjoyed sharing and working in groups.

An additional benefit to this project was the sense of independence the students gained from working in the media center. The media specialist was instrumental in instructing the students on how to fully use all of the material in the center, and the writer took on the role of facilitator rather than teacher. This allowed the students more control and independence in their thinking, which has carried over to the classroom. The students have demonstrated a confidence in themselves as researchers and writers and have also demonstrated a great deal of pride and ownership in their work as well as the ability to work cohesively in groups. The gains made from this project were far more extensive than having the students learn to write a research paper. In essence, these students learned that they wanted to learn.

Recommendations

The need for a consistent and clearly written manual explaining the steps necessary to complete a research paper should be available and geared to the tenth grade level. An adaptation of, or the manual compiled by the writer, should be adopted and used as part of the tenth grade curriculum.

Dissemination

The writer will be presenting the key results of this project to a county wide meeting of English teachers at the end of the school year. A copy of the manual and an explanation of the need for consistency on the tenth grade level will be sent to the Language Arts Specialist at the county office for consideration county wide. The English department in the writer's facility will examine the manual and discuss adaptation and adoption plans for the school center.

References

Benson, L. (1987). How to pluck an albatross: The research paper without tears. English Journal. 76, 54-56.

Bombeck, E. (1990, May 7). Term papers send mothers into frenzy. The Standard Speaker. p. 11.

Colligan, L. (1981). Scholastic A+ Guide to Research Papers. New York: Scholastic, Inc.

Davis, S. & Winek, J. (1989). Improving expository writing by increasing background knowledge. Journal of Reading. 33, 177-181.

Dellinger, D. (1989). Alternatives to clip and stitch: Real research and writing in the classroom. English Journal. 78, 31-39.

Donnely, J. (1989). A term paper project in large survey courses. The History Teacher. 22, 117-125.

Ganyard, N. (1986). Guide for parents on writing their child's first term paper: A letter. English Journal. 75, 62-62.

Hoffert, S. (1987). Toward solving the term paper dilemma. The History Teacher. 20, 72-73.

James, E. & Barkin, J. (1980). How to write a term paper. New York: Lothrop, Lee and Shephard Books.

Lynn, L. (1989). Ideal Circle. Journal of Reading. 33, 664-668.

McClure, M. (1980). Research in the classroom Collaborative learning: Teacher's game or student's game? English Journal. 79, 66-69.

McCrimmon, J. (1972). Writing with a purpose (5th ed.). New York: Houghten Mifflin Company.

Merriam, G. & C., (Eds.). Webster's Collegiate Dictionary. (1986). Springfield: Mirriam.

Nemetz, G. (1983). The handbook for planning an effective writing program (rev. ed.) California: California State Department of Education.

Neubert, G., McNelis, S. (1990). Peer response: Teaching specific revision suggestions. English Journal. 70, 52-56.

Penin, R. & Benson, L. (1987). Myths about research. English Journal. 76, 50-56.

Rosser, B. (1987). Organizing the research paper using the circular essay. Library media activities monthly. III, 28-30.

Sagor, R. (1988). Discouraged learners teetering on the edge of failure. Learning 88. 17, 29-34.

Schor, S. & Summerfield, J. (1981). The Random House Guide to Writing (3rd ed.). New York: Random House.

Shanks, M. (1988). Research: Two more alternatives. English Journal. 77, 81-83.

Smith, L. (1988). Revising the real way: Metaphors for selecting detail. English Journal. 77, 38-39.

Sperling, M. (1990). I want to talk to each of you: Collaboration and the teacher-student writing conference. Research in the teaching of English. 24, 279-321.

Wilen, W. McKendrick, P. (1989). Individualized inquiry: Encouraging able students to investigate. The Social Studies. 80, 36-38.

APPENDIX A

PALM BEACH COUNTY UNIFIED CURRICULUM

Palm Beach County Unified Curriculum

4.0 - Produce a documented paper, synthesizing information to support a thesis.

4.01 - Select and limit a topic for a documented paper which interprets and/or theorizes.

A. See pp. 263-264, TWP - Chapter 3 - Writing the Research Paper - Rewriting: Selecting and Limiting a Topic.

4.02 - Select and use appropriate sources of information for a given topic.

MSPS: RF29
SPSE: ----
CPS: ----

A. See pp. 264-266, TWP - Chapter 13 - Writing the Research Paper - Prewriting: Gathering Sources and Preparing a Working Bibliography.

B. Write a bibliography card for each reference source used (general reference works, books, magazines, newspapers, etc.).

4.03 - Use effective note-taking and organizational skills.

MSPS: WB18
SPSE: 1007, 1016
CPS: 2.04, 3.01 - 3.07, 5.01 - 5.07,

A. See p. 269, TWP - Prewriting: Taking Notes
p. 272, TWP - Prewriting: Preparing a Formal Outline.

B. Preparing a preliminary outline may be done orally in class. A sample could be placed on the chalkboard or on a handout. Write a preliminary outline. Utilizing the basic skills of paraphrasing, write note cards.

4.04 - Employ a consistent procedure for documentation.

MSPS: ----
SPSE: 1023
CPS: 3.01

A. See pp. 266-268, TWP - Prewriting: Gathering Sources and Preparing a Working Bibliography.
See pp. 274-284, TWP - Crediting Sources
(Note: The information is basically the same; the format is different.)

B. For consistency use the MLA style sheet for documentation purposes.

4.05 - Produce a rough draft of the documented paper.

MSPS: ----
SPSE: 1032
CPS: 2.03 - 2.04

A. See p. 274, TWP - Writing the First Draft

B. Write a first draft of a research paper using the paraphrasing, outlining and quotations listed on note cards.

4.06 - Produce a final draft of the documented paper.

MSPS: ----
SPSE: 1023, 1032
CPS: 2.01 - 2.04,

A. See pp. 284-292, TWP - Publishing the Final Draft

B. After correcting the errors noted by a peer and the teacher, revise and edit the first draft. Then write a final draft of the research paper.

THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA

DEPARTMENT OF SECONDARY EDUCATION
3950 RCA BOULEVARD, SUITE 6005
PALM BEACH GARDENS, FL 33410-4228

(407) 624-7833

THOMAS J. MILLS
SUPERINTENDENT
OF SCHOOLS

April 10, 1991

Elaine Harrington
Palm Beach Lakes High School

Dear Ms. Harrington:

Please accept this letter as permission and your authorization to include those appropriate portions of the Palm Beach County Unified Curriculum in your doctoral dissertation. You should indicate that this material is reprinted or included with permission of the Department of Secondary Education, Palm Beach County School Board.

Sincerely,

Harry L. Benson
Executive Director

h:\harry\harring.mem

PALM BEACH LAKES COMMUNITY HIGH SCHOO
3505 Shilon Drive, West Palm Beach, Florida 33407 • (407) 640-50
Terry A. Andrew
Principal

August 20, 1990

Dr. William Anderson
Nova University

Dear Dr. Anderson:

I am writing to show support for further emphasis on research and critical thinking skills being taught in the tenth grade curriculum.

Towards that end I am encouraging Ms. Elaine Harrington to use pairing techniques and media support to instruct students in all aspects of the research paper.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Terry A. Andrews

TAA:va

BEST COPY AVAILABLE

APPENDIX B

REQUIRED GUIDELINES FROM THE UNIFIED CURRICULUM

Appendix B

Required Guidelines from the "Unified Curriculum"

Interdisciplinary Research Papers

The purpose of the following teaching strategies is to teach the process of producing a formal research paper, to encourage multi-disciplinary investigation and learning, to make students aware of the variety of community resources available as educational tools, and to illustrate the necessity for language skills in all areas of knowledge.

Teaching strategies for a five to ten page research paper follow. A large part of this paper is done in class; therefore, at least three weeks of class time is devoted to the work.

I. Set up a schedule for in-class checks on various stages of the paper. A sample, class-tested schedule follows. The grade on each of these checks is part of the final paper grade.

A. Give out topics and allow three to seven days for students to sign up for their choice.

B. Two days after topic notification, check one note card and one bibliography card from each student.

C. One week after card checks, have outlines turned in for grading.

D. One week after outlines are turned in, have rough drafts turned in for grading.

E. Seven to eight days after rough draft checks, final papers are due.

F. The last date for late papers should be three days after the due date. Do not accept papers after this late date.

II. Make a grade sheet, assigning a point value to each deadline date and facet of the final paper.

III. Make a list of topics, offering as many interdisciplinary choices as possible.

IV. On the first day of the research paper unit, give students a handout listing the schedule, topics, requirements, and any specific information concerning the format of the paper.

Appendix B (cont'd.)

V. During the unit, use class time for mini-lectures on various research and writing skills (students may be responsible for preparing these as a way of fulfilling the "oral presentations" and "listening" curriculum objectives). Student work and individual conferencing will also take place during class time. Some suggested mini-lecture topics follows:

Bibliography and note cards

Research procedures and research tools available in library

Research procedures and research tools available in community

Working and formal outlines

Final bibliography format

PALM BEACH LAKES COMMUNITY HIGH SCHOOL
3505 Shiloh Drive, West Palm Beach, Florida 33407 • (407) 640-5000
Terry A. Andrews
Principal

September 25, 1990

Dr. William Anderson
Nova University
3301 College Avenue
Fort Lauderdale, FL 33314

Dear Dr. Anderson:

The purpose of the Palm Beach County Board Unified Curriculum is to form a basis of learning for students to ensure that nothing is left out of the instructional process in a given area. To supplement this process each school sets up within the Unified Curriculum certain major literary works as well as tasks, to be certain that nothing is duplicated or missed in the sequence of courses. With this in mind, Language Arts teachers here at Palm Beach Lakes High School schedule the writing of a research paper as a part of the 10th grade Unified Curriculum.

Sincerely,

Glenn J. Heyward
Vice Principal

jh

APPENDIX C

RESEARCH PAPER CHECKLIST

Appendix C

Research Paper Checklist

Following are the major steps in doing a research report. Number them 1-11.

1. Write the first draft. _____
2. Select and limit your topic. _____
3. Proofread the final draft. _____
4. Revise the first draft. _____
5. Prepare a formal outline. _____
6. Prepare a working outline. _____
7. State your purpose, audience, and controlling idea. _____
8. Read one or two general articles. _____
9. Prepare a working bibliography and take notes. _____
10. Prepare the final draft of the report. _____
11. Insert credits and a bibliography. _____

APPENDIX D

RESEARCH PAPAER GRADING SHEET

Research Paper Grading Sheet

Name_____
Topic_____
Grade_____

I. Preliminary Deadlines:			
Topic Notification	_____	(3)	
Notecard, Bibliography Card	_____	(3)	
Outline	_____	(5)	
Rough Draft	_____	(5)	
Paper in on Time	_____	(5)	(21)
II. Requirements:			
Notecards	_____	(3)	
Title Page	_____	(2)	
Outline	_____	(2)	
Paper	_____	(4)	
Bibliography	_____	(8)	(19)
III. Paper Content:			
Grammar	_____	(10)	
Organization	_____	(15)	
Use of reference material--documented, smooth incorporation of quotations	_____	(10)	
Unifying thesis--valid and well proven	_____	(15)	
Judgement call on merit of topic	_____	(10)	(60)
Total points	_____		(100)

Comments:

APPENDIX E

MEDIA CENTER HANDOUT

Media Center Handout

The following are a list of services provided by the media center:

1. Online Computer Catalog and Computer Search

Students may use the new "online catalog" to locate books in the media center. Books may be located by title or author. If students are not looking for a specific title, they may do a "search" under the general subject area. The media specialist will be available for additional assistance.

2. Films, Filmstrips and Videotapes

Students may request to view films and videotapes in the media center's viewing room. Arrangements will be made on an individual basis.

3. Microfiche and Microfiche Reading Machine

A catalog of microfiche are available by year and month. Requests should be submitted by subject area and the media specialist will search the files and demonstrate to students how to use the microprint reading machine.

4. Special Services

Renewal of books students have not finished using. Copying machines are available for student use as well as typewriters.

APPENDIX F

FORMAL OUTLINE WORKSHEET

Name_____ Class_____ Date_____

WRITING A RESEARCH REPORT - FORMAL OUTLINE

Remember the following about a formal outline:

1. Use Roman numerals to signal main headings.
2. Use capital letters to signal subdivisions of a main heading. Indent each line.
3. Use Arabiv numerals to signal the details of a subdivision. Indent each line.
4. Capitalize the first letter of each entry.
5. Use the same kind of phrasing for the same level of entries.

DIRECTIONS: Assume the list below, on the left, represents your notes for a research report entitled "Inside the Earth: Fact and Fiction." Decide which two items will be your main headings. Then organize all the notes into a formal outline on the lines at the right. Four headins have been filled in for you.

Outer core

Greek myths

Facts about the earth's interior

Vern's A Jouney to the Center of the Earth (1864)

What we know about the earth's interior

Studying Volcanoes

Poe's The Narrative of Arthur Gordon Pym (1838)

Ancient myths

Earth's mantle

Incan myths

How we learn about the earth's interior

Burrough's Tarzan at the Earth's Core (1929)

Stories about the earth's interior

Babylonian myths

Inner core

Egyptian myths

Earth's crust

Studying deep well borings

Holberg's A Jouney to the World Underground (1742)

Science Fiction Stories

I. Stories about the earth's interior

B. Science fiction stories

A. How we learn about the earth's interior

1. Earth's crust

APPENDIX G

TOPIC, AUDIENCE, AND PURPOSE WORKSHEET

Name_____ Class_____ Date_____ 59

WRITING A RESEARCH REPORT - TOPIC, AUDIENCE, AND PURPOSE

After you do some preliminary reading on your topic, you should define both your audience and purpose (to inform, persuade, entertain, narrate, describe, or some combination of these).

DIRECTION 1. Evaluate each of the following topics as A (of appropriate scope for a research report), G (too general), or L (too limited).

1. American Football _____
2. Birchwood Bird Feeders _____
3. The Importance of Vitamin D _____
4. The Influence of Elvis Presley on the Beatles _____
5. Conquering Space _____

DIRECTION 2. The following topics are too general for a short research report. For each, list two topics that are more limited in scope. (Answers will vary.)

1. Movies in the United States

_____

_____

2. The American Revolution

_____

_____

3. The Sea

_____

_____

4. Space Exploration

_____

_____

DIRECTION 3. For each of the research topics below, suggest two possible purposes and the audience to which you might direct each purpose.

	TOPIC	PURPOSE	AUDIENCE
EXAMPLE:	The suffragette Movement	to provide information	your history class
		to narrate events	a Brownie troop
1.	The Problem of Acid Rain		
2.	The Short Stories of Edgar Allan Poe		
3.	Michelangelo as a Sculptor		

APPENDIX H

BIBLIOGRAPHY WORKSHEET

Name_____ Class_____ Date_____

WRITING A RESEARCH REPORT - BIBLIOGRAPHY

The style for bibliography entries differ from that of footnotes in the use of names, the indentation pattern, and the punctuation. Follow these models:

Book
Finch, Christopher. The Art of Walt Disney. New York: Harry N. Abrams, 1973

Magazine Article
Sutton, Horace. "Of Mouse and Man" Saturday Review 8 Apr. 1972:12-14.

Encyclopedia Article
Nelson, Roy Paul. "Walt Disney." The World Book Encyclopedia. 1984 ed.

DIRECTIONS: Information for five bibliographic entries is given below. On the blanks, write each entry in proper form. Be sure to alphabetize the entries by authors' last names.

1. An article entitled "Venus" from the 1984 edition of The Work Book Encyclopedia.
2. The article "More Evidence for Volcanoes on Venus" by J. Eberhart. It appeared on page 213 of the October 1, 1983, edition Science News.
3. A book by Isaac Asimov called The Universe, published in 1967 in New York by Walker.
4. Cosmos, a book written by Carl Sagan and published by Random House in New York in 1980.
5. A book published in New York by Crown in 1982. It is called The Unfolding Universe and was written by Patrick Moore.